**Form C**

World History National Standards

|  |
| --- |
| **The Beginnings of Human Society Giving Shape to World History** |
| WH1.1a:  The biological and cultural processes that gave rise to the earliest human communities  Trace the approximate chronology, sequence, and territorial range of early hominid evolution in Africa from the Australopithecines to Homo erectus |
| WH 1.1b:  The processes that led to the emergence of agricultural societies around the world  Analyze possible links between environmental conditions associated with the last Ice Age and changes in the economy, culture, and organization of human communities |
| WH 1.2A  The student understands how and why humans established settled communities and experimented with agriculture.  Identify areas in Southwest Asia and the Nile valley where early farming communities probably appeared and analyze the environmental and technological factors that made possible experiments with farming in these regions. |
| WH 1.2B  The student understands how agricultural societies developed around the world.  Analyze archaeological evidence from agricultural village sites in Southwest Asia, North Africa, China, or Europe indicating the emergence of social class divisions, occupational specializations, and differences in the daily tasks that men and women performed  Assess archaeological evidence for long-distance trade in Southwest Asia.  Assess archaeological evidence for the emergence of complex belief systems, including widespread worship of female deities. |
| **Early Civilizations and the Emergence of  Pastoral Peoples, 4000-1000 BCE** |
| WH 2.1A  The student understands how Mesopotamia, Egypt, and the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE. |
| WH 2. 1B  The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates, Indus, and Nile regions. |
| WH 2. 2A  The student understands how civilization emerged in northern China in the second millennium BCE. |
| WH 2.2B  The student understands how new centers of agrarian society arose in the third and second millennia BCE. |
| WH 2. 3A  The student understands how population movements from western and Central Asia affected peoples of India, Southwest Asia, and the Mediterranean region. |
| WH 2. 3B  The student understands the social and cultural effects that militarization and the emergence of new kingdoms had on peoples of Southwest Asia and Egypt in the second millennium BCE. |
| WH 2. 3C  The student understands how urban society expanded in the Aegean region in the era of Mycenaean dominance |
| WH 2.3D  The student understands the development of new cultural patterns in northern India in the second millennium BCE. |
| WH 2. 4A  The student understands major trends in Eurasia and Africa from 4000 to 1000 BCE. |
| **Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE** |
| WH 3. 1A  The student understands state-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin and Southwest Asia. |
| WH 3. 1B  The student understands the emergence of Judaism and the historical significance of the Hebrew kingdoms. |
| WH 3. 1C  The student understands how states developed in the upper Nile valley and Red Sea region and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa. |
| WH 3. 1D  The student understands how pastoral nomadic peoples of Central Asia began to play an important role in world history. |
| WH 3. 2A  The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states. |
| WH 3. 2B  The student understands the major cultural achievements of Greek civilization. |
| WH 3. 2C  The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks. |
| WH 3. 2D  The student understands Alexander of Macedon’s conquests and the interregional character of Hellenistic society and culture. |
| WH 3. 3A  The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule. |
| WH 3. 3B  The student understands the emergence of Christianity in the context of the Roman Empire. |
| WH 3. 3C  The student understands how China became unified under the early imperial dynasties. |
| WH 3. 3D  The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire. |
| WH 3. 4A  The student understands the achievements of Olmec civilization. |
| WH 3. 5A  The student understands major global trends from 1000 BCE to 300 CE. |
| **Expanding Zones of Exchange and Encounter,  300-1000 CE** |
| WH 4. 1A  The student understands the decline of the Roman and Han empires. |
| WH 4. 1B  The student understands the expansion of Christianity and Buddhism beyond the lands of their origin. |
| WH 4. 1C  The student understands the synthesis of Hindu civilization in India in the era of the Gupta Empire. |
| WH 4. 1D  The student understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the first millennium CE. |
| WH 4. 2A  The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe. |
| WH 4. 2B  The student understands the significance of the Abbasid Caliphate as a center of cultural innovation and hub of interregional trade in the 8th-10th centuries. |
| WH 4. 2C  The student understands the consolidation of the Byzantine state in the context of expanding Islamic civilization. |
| WH 4. 3A  The student understands China’s sustained political and cultural expansion in the Tang period. |
| WH 4. 3B  The student understands developments in Japan, Korea, and Southeast Asia in an era of Chinese ascendancy. |
| WH 4. 4A  The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire. |
| WH 4.4B  The student understands the coalescence of political and social order in Europe. |
| WH 4.5A  The student understands state-building in Northeast and West Africa and the southward migrations of Bantu-speaking peoples. |
| WH 4. 5B  The student understands the peopling of Oceania and the establishment of agricultural societies and states. |
| WH 4. 6A  The student understands the origins, expansion, and achievements of Maya civilization. |
| WH 4.6B  The student understands the rise of the Teotihuacán, Zapotec/Mixtec, and Moche civilizations. |
| WH 4. 7A  The student understands major global trends from 300 to 1000 CE. |
| **Intensified Hemispheric Interactions, 1000-1500 CE** |
| WH 5. 1A  The student understands China's extensive urbanization and commercial expansion between the 10th and 13th centuries. |
| WH 5. 1B  The student understands developments in Japanese and Southeast Asian civilization |
| WH 5. 1C  The student understands how pastoral migrations and religious reform movements between the 11th and 13th centuries contributed to the rise of new states and the expansion of Islam. |
| WH 5. 1D  The student understands how interregional communication and trade led to intensified cultural exchanges among diverse peoples of Eurasia and Africa. |
| WH 5. 2A  The student understands feudalism and the growth of centralized monarchies and city-states in Europe. |
| WH 5. 2B  The student understands the expansion of Christian Europe after 1000. |
| WH 5. 2C  The student understands the patterns of social change and cultural achievement in Europe’s emerging civilizations. |
| WH 5. 3A  The student understands the world-historical significance of the Mongol empire. |
| WH 5. 3B  The student understands the significance of Mongol rule in China, Korea, Russia, and Southwest Asia. |
| WH 5. 4A  The student understands the growth of imperial states in West Africa and Ethiopia. |
| WH 5. 4B  The student understands the development of towns and maritime trade in East and Southern Africa. |
| WH 5. 5A  The student understands the consequences of Black Death and recurring plague pandemic in the 14th century. |
| WH 5. 5B  The student understands transformations in Europe following the economic and demographic crises of the 14th century. |
| WH 5. 5C  The student understands major political developments in Asia in the aftermath of the collapse of Mongol rule and the plague pandemic. |
| WH 5. 6A  The student understands the development of complex societies and states in North America and Mesoamerica. |
| WH 5. 6B  The student understands the development of the Inca empire in Andean South America. |
| WH5. 7A  The student understands major global trends from 1000 to 1500 CE. |
| **The Emergence of the First Global Age, 1450-1770** |
| WH 6. 1A  The student understands the origins and consequences of European overseas expansion in the 15th and 16th centuries. |
| WH 6. 1B  The student understands the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries. |
| WH 6. 1C  The student understands the consequences of the worldwide exchange of flora, fauna, and pathogens. |
| WH 6. 2A  The student understands demographic, economic, and social trends in Europe. |
| WH 6. 2B  The student understands the Renaissance, Reformation, and Catholic Reformation. |
| WH 6. 2C  The student understands the rising military and bureaucratic power of European states between the 16th and 18th centuries. |
| WH 6. 2D  The student understands how the Scientific Revolution contributed to transformations in European society. |
| WH 6. 2E  The student understands the significance of the Enlightenment in European and world history. |
| WH. 3A  The student understands the extent and limits of Chinese regional power under the Ming dynasty. |
| WH 6. 3B  The student understands how Southeast Europe and Southwest Asia became unified under the Ottoman Empire. |
| WH 6. 3C  The student understands the rise of the Safavid and Mughal empires. |
| WH 6. 4A  The student understands how states and peoples of European descent became dominant in the Americas between the 16th and 18th centuries. |
| WH 6. 4B  The student understands the origins and consequences of the trans-Atlantic African slave trade. |
| WH 6. 4C  The student understands patterns of change in Africa in the era of the slave trade. |
| WH 6. 5A  The student understands the development of European maritime power in Asia. |
| WH 6. 5B  The student understands the transformations in India, China, and Japan in an era of expanding European commercial power. |
| WH 6. 5C  The student understands major cultural trends in Asia between the 16th and 18th centuries. |
|  |
| **An Age of Revolutions, 1750-1914** |
| WH 7. 1A  The student understands how the French Revolution contributed to transformations in Europe and the world. |
| WH 7. 1B  The student understands how Latin American countries achieved independence in the early 19th century. |
| WH 7. 2A  The student understands the early industrialization and the importance of developments in England. |
| WH 7. 2B  The student understands how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin. |
| WH 7. 2C  The student understands the causes and consequences of the abolition of the trans-Atlantic slave trade and slavery in the Americas. |
| WH 7. 3A  The student understands how the Ottoman Empire attempted to meet the challenge of Western military, political, and economic power. |
| WH 7. 3B  The student understands Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries. |
| WH 7. 3C  The student understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia. |
| WH 7. 3D  The student understands how China’s Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries. |
| WH 7. 3E  The student understands how Japan was transformed from feudal shogunate to modern nation-state in the 19th century. |
| WH 7. 4A  The student understands how modern nationalism affected European politics and society. |
| WH 7. 4B  The student understands the impact of new social movements and ideologies on 19th-century Europe. |
| WH 7. 4C  The student understands cultural, intellectual, and educational trends in 19th-century Europe. |
| WH 7. 5A  The student understands connections between major developments in science and technology and the growth of industrial economy and society. |
| WH 7. 5B  The student understands the causes and consequences of European settler colonization in the 19th century. |
| WH 7. 5C  The student understands the causes of European, American, and Japanese imperial expansion. |
| WH 7. 5D  The student understands transformations in South, Southeast, and East Asia in the era of the “new imperialism." |
| WH 7. 5E  The student understands the varying responses of African peoples to world economic developments and European imperialism. |
| WH 7. 6A  The student understands major global trends from 1750 to 1914. |
| **A Half-Century of Crisis and Achievement, 1900-1945** |
| WH 8. 1A  The student understands the world industrial economy emerging in the early 20th century. |
| WH 8. 2A  The student understands the causes of World War I. |
| WH 8. 2B  The student understands the global scope, outcome, and human costs of the war. |
| WH 8. 2C  The student understands the causes and consequences of the Russian Revolution of 1917. |
| WH 8. 3A  The student understands postwar efforts to achieve lasting peace and social and economic recovery. |
| WH 8. 3B  The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s. |
| WH 8.3C  The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940. |
| WH 8. 3D  The student understands the interplay of new artistic and literary movements with changes in social and cultural life in various parts of the world in the post-war decades. |
| WH 8. 3E  The student understands the causes and global consequences of the Great Depression. |
| WH 8. 4A  The student understands the causes of World War II. |
| WH 8.4B  The student understands the global scope, outcome, and human costs of the war. |
| WH 8.5A  The student understands major global trends from 1900 to the end of World War II. |
| **The 20th Century Since 1945:  Promises and Paradoxes** |
| WH 9. 1A  The student understands major political and economic changes that accompanied post-war recovery |
| WH 9. 1B  The student understands why global power shifts took place and the Cold War broke out in the aftermath of World War II. |
| WH 9. 1C  The student understands how African, Asian, and Caribbean peoples achieved independence from European colonial rule. |
| WH 9. 2A  The student understands how population explosion and environmental change have altered conditions of life around the world. |
| WH 9. 2B  The student understands how increasing economic interdependence has transformed human society. |
| WH 9. 2C  The student understands how liberal democracy, market economies, and human rights movements have reshaped political and social life. |
| WH 9. 2D  The student understands major sources of tension and conflict in the contemporary world and efforts that have been made to address them. |
| WH 9. 2E  The student understands major worldwide scientific and technological trends of the second half of the 20th century. |
| WH 9. 2F  The student understands worldwide cultural trends of the second half of the 20th century. |
| WH9. 3A  The student understands major global trends since World War II. |